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ABSTRACT

Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about the nationalism and economics of Europe and the potentialities of a united Common Market. Students become familiar with the economics of European countries, geography and terrain, business and money, and the rise of the Common Market. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. A teacher's guide accompanies the material, which includes learning objectives, background resources, answer sheets, maps, worksheets, and a list of print and non-print resources needed to complete the LAP. (JR)

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GRADE 8

SOCIAL
STUDIES

A United States
of Europe ---

The Impossible
DREAM??

CARROLL COUNTY
PUBLIC SCHOOLS

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September 1973

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NOTE TO STUDENTS:

A. INTRODUCTION

The countries of Western Europe rank high among the industrialized areas of the world. Each country is rich in history, culture, and talent and many possess ample resources and industries. However, some countries lack the necessary materials to achieve industrialism independently.

United, these countries have much to offer each other. Yet there are problems that keep them from uniting.

Our key question, "Can there be a United States of Europe?" In this LAP, you will examine the European Economic Community (The Common Market) as one attempt to unify Europe and several problems that need to be solved before there can be European unification.

B. GENERAL DIRECTIONS

There are three required parts to this LAP.

- Part I - Identifying the Common Market
- Part II - The Common Market - It's Working
- Part III - Problems of Unification

Each part has two sections

- Section A - Collecting Information
- Section B - Activities

In each section there is a choice of things you may do. Follow the directions for each section.

C. HOW TO PROCEED THROUGH THIS LAP

1. Read carefully the six goals stated below. These are the things you should be able to do after completing the activities in Part I, II, and III.
2. Take the Pre-Test which is found on page 3.
3. Begin working on Part I.
4. Complete the self-evaluation at the end of Part III. This test may be obtained from your teacher.
 - a. If you cannot answer some of the questions, review the appropriate activities in your LAP.
 - b. If you can answer all of the questions, ask your teacher for the Post Test.
5. If you cannot pass the Post Test, you must review appropriate activities in the LAP. Then, retake the Post Test.
6. When you pass the Post Test, you may begin the Optional (** and *** asterisk) Activities in Part IV.

D. GOALS YOU WILL ACHIEVE

At the end of this LAP, you will be able to:

1. Identify and discuss the Common Market
 - a. Tell what it is
 - b. When and why it was founded
 - c. Analyze the problems that it has
2. Describe how the Common Market has unified some countries of Western Europe in matters of trade and resources.
3. List and discuss four problems that need to be solved before there can be a more united Europe.
4. Interpret and make generalizations from maps, graphs and charts
5. Identify from a random list of countries, those nations which are members of the Common Market.
6. Analyze and hypothesize as to the possibility of the future development of a United States of Europe.

PRETEST

Directions: Take this test before beginning the LAP

A. Place an X before any statement that is true.

- ☐ 1. The Common Market was started as a result of pressure from the U.S.
- ☐ 2. The Common Market was established after W.W. II.
- ☐ 3. Original members of the Market included Spain, France, Germany and Denmark.
- ☐ 4. The Common Market has reduced trade barriers and travel restrictions between member nations.
- ☐ 5. Each member nation of the Common Market has the same industries and resources.
- ☐ 6. The value of the currencies of all member nations is equal.
- ☐ 7. Transportation, language, and government are all barriers to European unification.
- ☐ 8. The size of the Common Market increased in 1973 when several new countries joined.

(Get the answer key from your teacher and check your results.)

B. Words to understand before starting. Write a definition for each. Keep it with you while you work and try to improve upon your definition.

- 1. unification
- 2. tariff
- 3. monetary system
- 4. currency
- 5. nationalism

Part I - Identifying the Common Market

Section A: Collecting Information

DO ONE OF THE FOLLOWING

1. Listen to the tape on the Common Market, and answer the four problems listed below.

OR

2. Read pp. 65-70 in The Ways of Man and the student reading sheet, "The Common Market," on the next page. Answer the four problems listed below.

Problems:

- a. Identify and show on a color keyed outline map the original member nations of the Common Market.
- b. Identify and show on the same map the nations that joined in 1973.
- c. Tell when and why the Common Market was established.
- d. List and briefly discuss three problems that the Common Market has.

Student Reading Sheet - "The Common Market"

- A. The success of the ECSC showed the people of Western Europe that they would prosper if they could cooperate with one another. In 1958, the members of the ECSC established the European Economic Community (EEC), or as it is popularly known, the Common Market. The six member nations of the Common Market are called the Inner Six, since they are in the very heart of Western Europe.

The Common Market countries were chiefly interested in production and trade of coal, steel, grain, and finished products. But there were many other matters that were very important to them. Among these were political cooperation, economic expansion, social welfare, and above all peace. In order to move closer to these goals the member states decided to form themselves into one economic unit. Now people, capital, and goods could move freely throughout the area of the Common Market. In addition, there was a common tariff. This meant that countries outside the Common Market would have to pay a tax if they wanted to sell their products in the Common Market. In 1961, only three years after it began, the Common Market was catching up with the United States in several important economic areas.

- B. The countries of Western Europe are still a long way from becoming a United States of Europe. The differences between the countries are striking and many times outweigh the similarities.

Varied religions, languages, and legal systems all hinder the growth of a united Europe. Two countries--Spain and Finland--don't belong to any of the international institutions that have been set up. Other countries want to maintain their own sovereignty above all else.

And there are basic political differences. France has a history of democratic political institutions stretching back to the Revolution of 1789. But Spain and Portugal have a history of despotic rule just as old. British parliamentarianism is quite different from Italian parliamentarianism. And the thought of a unified Germany still scares many Europeans.

There are other problems. What kind of relations should a united Western Europe maintain with the superpowers of the world? What kind of relations should a united Western Europe have with the underdeveloped countries of the world? And, finally, can there ever really be a United States of Europe when the continent is divided in half by two opposing ideological systems? Eastern Europe, under a strict Communist domination, continues in sharp contrast to the rest of Europe.

These questions will have to be answered before a united Western Europe is to be a reality. But there has been slow progress.

Even in violence, the farmers acting together in Brussels in March 1971 testified to a new feeling of European community. And -in a happier way -so do the many mixed nationality marriages that take place in Western Europe every year.

- C. Developments affecting non-Communist Europe's trade. Non-Communist Europe has had to make great adjustments since World War II in order to preserve and expand the exchange of goods on which its prosperity depends. One factor that has greatly encouraged trade in this part of the continent has been increased cooperation between the nations here. The European Economic Community, or the Common Market, has removed many of the barriers that formerly hindered trade. It is possible that more nations will join this trading association as time goes on, and that non-Communist Europe's position in regard to world trade will become even more favorable.
- D. Europeans will have to continue to make adjustments to their changing world if they are to remain in a strong trading position. In the past, they could sell almost any kind of manufactured goods abroad, because the rest of the world had very little modern industry. Today, however, the more backward parts of the world are more capable of meeting their own needs for simple manufactured goods such as ordinary textiles. European manufacturers will need to find new types of products to export, especially goods that can be manufactured more efficiently in Europe than elsewhere.

It is apparent at council meetings that the nations often vote with their own nation's interests in mind. They do not always consider what would be the best for the community. The 1968 veto of British entry by France has raised many questions about the unity of the Market. France, the other five nations feel, acted with selfish nationalism; it did not practice community cooperation. There are fears that other nations will act in their own self interest. However, there is the belief that eventually political union as well as economic union can be achieved.

Section B: Activities

DO ONE OF THE FOLLOWING

1. You are a French newspaper cartoonist and it is 1956. Draw a cartoon that would show your support of France's membership in the Common Market.

OR

2. You are a Danish citizen who was in favor of Denmark's membership in the Market. You are asked to speak to a group of local merchants in Esbjerg, Denmark and state why you feel as you do. Prepare a brief but enlightening speech that you will give.

OR

3. In a well written paragraph, explain the following lines as they would apply to the Common Market:

Born a chunk of ore in France today,
Turned to steel in German mills.
It'll be a car in Britain, help a
letter get typewritten.

Part II - The Common Market: It's Working

Section A: Collecting Information

DO ONE OF THE FOLLOWING

1. Study the following maps and graphs from the Goode's World Atlas:
 - a. Water Power - Mineral Fertilizers; page 35
 - b. Mineral Fuels - pages 36-37
 - c. Iron Ore and Ferro-alloys - pages 38-39
 - d. Answer the questions on Student Worksheet Number One, Map and Graph Reading: Minerals and Resources. Your teacher will inform you of the location of this worksheet.

OR

2. Study the statistics on Mineral and Metal Production for 1970 which are printed on page 9. Answer the questions on Student Worksheet Number Two, Mineral and Metal Production for 1970. Your teacher will inform you of the location of this worksheet.

Mineral and Metal Production in Common Market Countries - 1970

*Iron Ore - Million of metric tons

Sweden	10.8
France	17.8

*Coal - Millions of metric tons

United Kingdom	144.6
West Germany	111.4

*Salt - Millions of metric tons

West Germany	10.5
United Kingdom	9.2
France	5.5
Italy	4.4

*Electrical Energy - Billions of K.W.H.

United Kingdom	248,588
West Germany	237,209
France	140,708
Italy	117,423

*Iron and Ferroalloys - Millions of metric tons

West Germany	33.9
France	19.6
United Kingdom	17.7
Belgium	10.8
Italy	3.5

*Steel (Crude) - Millions of metric tons

West Germany	45.0
United Kingdom	28.7
France	23.8
Italy	17.3
Belgium	12.6

**Crude Oil Production - Number of 42 gallon barrels

West Germany	54,427
France	16,825
Netherlands	13,080
Italy	9,575
United Kingdom	607

* Information Please Almanac, 1973.

**1973 World Almanac and Book of Facts.

Section B: Activities

DO ONE OF THE FOLLOWING

1. Study the three pictures on page 69 of The Ways of Man. After careful and thorough study, list three examples to show that the aims of the Common Market are being fulfilled.

OR

2. Collect at least five pictures from newspapers or magazines which show goods made in Common Market countries. Be sure the goods come from at least three different countries. Identify the country in which the products are made and then place them on a map. You can make a political outline map of Western Europe on a large sheet of tagboard or construction paper. Then paste your pictures on the map.

OR

3. The super sonic transport jet called the Concord is an example of cooperation between two European countries who are now members of the Common Market. Locate information to tell you which two countries are cooperating and what part each plays.

III. Problems of Unification

LANGUAGES

Section A - Collecting Information

DO ONE OF THE FOLLOWING

1. Study the map on languages of Europe and read the student sheet on language. (Page 12)

OR

2. Study the chart entitled Languages of the Common Market Countries. (Page 12-a)

OR

3. Read page 107 "Many Different Languages Are Spoken in Europe" from the book Europe: With Focus on Germany as well as the student sheet on languages. (Page 12)

QUESTIONS TO BE ANSWERED BY ALL

- a. What are the three major divisions of languages in the Common Market countries?
 - 1)
 - 2)
 - 3)
- b. Identify three countries with more than one official language. Give the languages of these countries.
 - 1)
 - 2)
 - 3)
- c. Even in countries with one official language there are still problems of communication. Explain.
- d. What problems do people and businesses have because of the many languages spoken in Europe?

Student Reading Sheet:
Many Different Languages Are Spoken

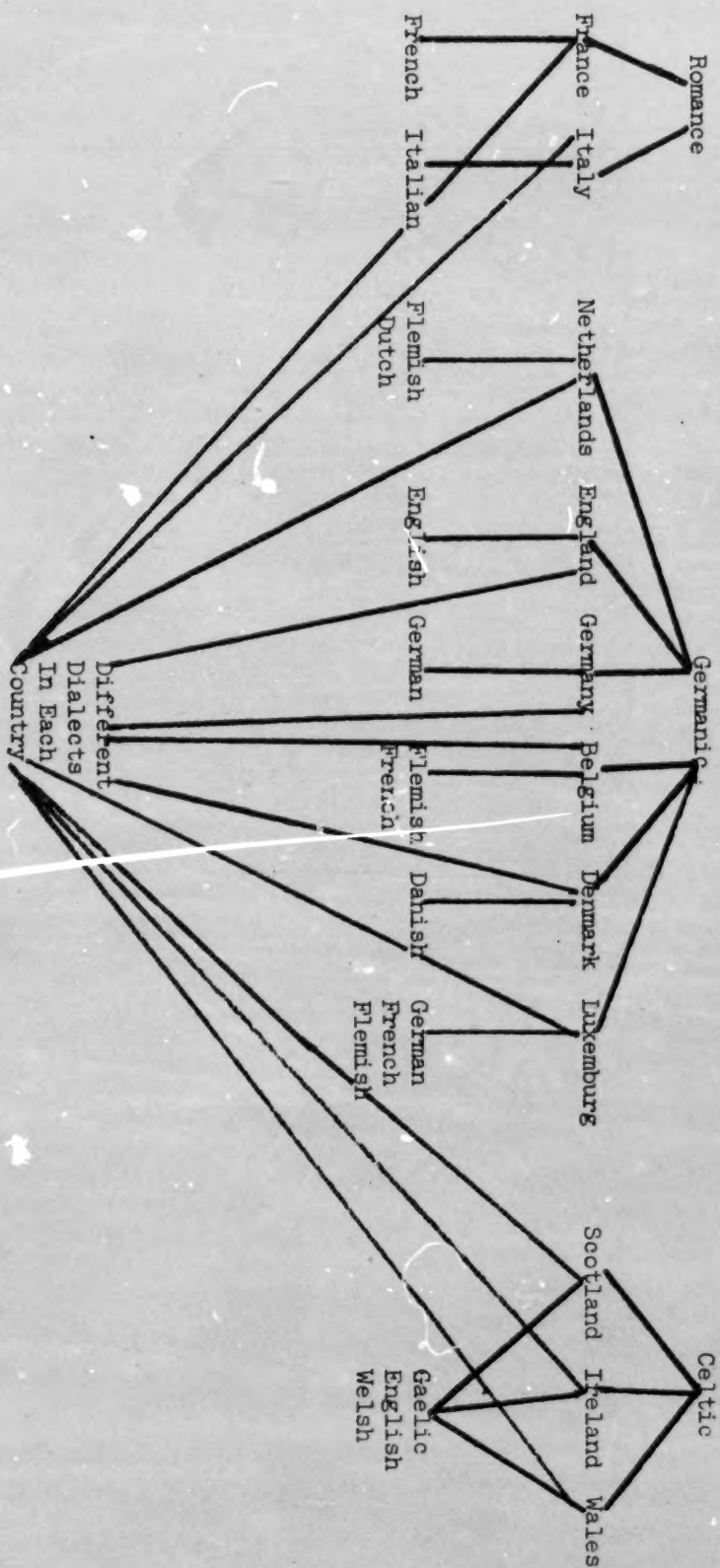
If you traveled in Europe, you would notice the many different languages. Of course if you visited England, you would understand the English language. But suppose you visited France, Germany or Denmark. There you would find the language totally different.

Within some countries more than one official language may be spoken. Three languages - German, French, and Italian are spoken in Switzerland. Other countries having more than one language include the Netherlands with Flemish and Dutch; Belgium with Flemish and French; Scotland and Ireland with Gaelic and English; and Wales with Gaelic, English and Welsh. In these countries the same books, road signs, and radio programs may not be used in all parts of the country because the people do not have a common language.

It is difficult for people who do not speak the same language to develop a strong friendship and to share ideas. This is evident in Belgium where the groups of Flemish and French speaking people often disagree on matters of government, national life and other problems.

Most of the European countries not only have problems communicating with each other because of different languages, but within a country's boundaries there may be more than one dialect. Thus in different areas of the same country words are pronounced differently or have different meanings.

LANGUAGES OF THE COMMON MARKET COUNTRIES



00015

Section B: Activities

DO ONE OF THE FOLLOWING

1. Use the list of vocabulary words and translate the following letter, page 14, to an American businessman. Check your translation with your teacher's master copy.

OR

2. Collect 7-10 pictures of Common Market products. Use foreign-language dictionaries to find the name of the object in two other languages. Paste the pictures on a piece of construction paper for display, and write its name in the two other languages.

OR

3. You have been selected to help solve one of the language problems in Europe. The countries have decided to try to make road signs understandable in all languages. Below is a list of usual road signs. Select any five and make a sign that could be understood in any language. (Two examples are shown.)



STOP



NO
PEDESTRIAN
CROSSING

- a. BICYCLE PATH
- b. RAILROAD
- c. NO HITCH-HICKING ALLOWED
- d. NO STOPPING OR STANDING
- e. BUS STOP
- f. NO RIGHT TURN
- g. PICNIC AREA
- h. PEDESTRIAN CROSSING
- i. DANGEROUS CURVE
- j. NO PASSING
- k. NO TRUCKS ALLOWED

Note to students: The French do not always word their letters in the same way as in English. Translate the letter and write it in the way it would be worded in English.

4 juillet 1976

E stimable Monsieur

Je voudrais arranger un rendez-vous avec un représentant de votre pays pour discourir la fondation d'une succursale de votre société commerciale en France. N'importe quel jour de la semaine prochaine m'est convenable et un rendez-vous au déjeuner est préférable.

Jeunillez de me dire le jour qui vous est convenable. Ye suis empressé de m'entretenir avec vous.

Mes sentiments les meilleurs,

VOCABULARY

au - at	m'est - all are
arranger - arrang	monsieur - sir
avec - with	mes - my
convenable - suitable	m'entretenir - talk
de - of, from, to	n'importe quel - not important what
discourir - discuss	me - me
déjeuner - lunch	meilleurs - best
dire - tell	
en - in	préférable - preferred
estimable - esteemed	pays - country
et - and	pour - for
est - is	prochaine - next
empresse - eager	rendez-vous - meeting
fondation - founding, establishing	représentant - representative
	succursale - branch
je - i	société commerciale - business
jour - day	semaine - week
juillet - July	suis-am
	sentiments - sentiments
la/le/les - the	un/une - a
qui - that	veuillez - would you
	voudrais - would like
	votre - your
	vous - you

PHYSICAL FEATURES

Section A: Collecting Information

DO ONE OF THE FOLLOWING

1. Read pages 19 - 25 and study the pictures in Europe - With Focus on Germany.

OR

2. Read pages 43-45 and study the maps in The Ways of Man

EVERYONE DO THE FOLLOWING

- a. Use maps in books or an Atlas to find the names of four major rivers of Europe.
- b. Study the maps on pages 158, 159, and 161 in Europe: With Focus on Germany.

Section B: Activities

DO ONE OF THE FOLLOWING

1. On an outline map of Western Europe:

- a. Show the four major land regions of Europe
- b. Identify four major rivers
- c. Title your map and make a key
- d. Explain how the people of each region have overcome what were disadvantages and made the best possible use of their physical surroundings

OR

2. Fill in the chart to identify physical features and ways man has used what he has.

Physical Regions of Western Europe

Name of Region	General Location	General Activities of the Region

Name four major rivers of Europe and tell the countries through which they flow.

OR

3. Make a pictorial display of the physical regions of Europe by collecting pictures representative of each region. Place these on a piece of construction paper for display. Identify each region. Collect pictures that show ways man uses his natural surroundings.

EVERYONE ANSWER THE FOLLOWING

- a. Europe is laced with rivers. How have the Europeans increased their use of river transportation?
- b. Describe the extent of railroad and highway construction in Europe since World War II.
- c. The number of people owning cars has greatly increased since World War II, but it is still difficult to travel by car. Explain.
- d. Give two examples of European countries cooperating to improve transportation between countries.

CURRENCY

Section A: Finding Information

DO THE FOLLOWING

1. Fill in the chart to identify the type of currency for the following countries, and give the value in American dollars. It is important to remember that the value changes--and has changed many times in recent months. See your teacher for further information.

Countries	Type of Currency	Value in American Dollars
France		
Spain		
England		
Netherlands		
Austria		
Luxemburg		
Italy		
Germany		
Belgium		
Denmark		

Section B: Activities

DO ONE OF THE FOLLOWING

1. Make up five to seven word problems that require changing from United States dollars to a foreign currency or vice versa. Give these to your teacher. They will be given to another student to complete and then returned to you to check.

OR

2. Use a catalog (Sears, Penny's, Ward's) or a newspaper. Collect five to ten pictures. Record the price in American dollars. Give the price in three other currencies. Put your work on paper that can be displayed.

OR

3. Do you have a flair for writing? In a poem of at least eight or more lines, name the currencies of at least four countries. Also tell why different currencies cause problems between countries and people.

READ CAREFULLY

If you completed activity one or two, answer the following:

How do the different currencies cause problems between the various European nations? Is this problem hindering the attempts to unify Europe? Explain your point of view.

NATIONALISM - devotion to the interest, unity and independence of a country.

Section A: Collecting information

DO ONE OF THE FOLLOWING

1. Read and study the student reading sheet, "Problems of Nationalism." List the problems that need to be solved. (Page 22)

OR

2. Listen to the taped interview with Jean Monnet, "What Chance For United States of Europe?" List the problems that need to be solved as seen by Monnet.

OR

3. Read pages 44-46, "What Chance For United States of Europe?" in the AEP booklet entitled Western Europe-The Search For Unity. List the problems that need to be solved as seen by Monnet. (Know the meaning of these words before reading: optimistic, utopian, sinews, retailate, disenchantment.)

Section B: Activities

DO EITHER 1 or 2 after you have answered the following questions.

You have been selected to serve on a committee, representing the countries of Europe. This committee's assignment is to try to find solution to the problems blocking unification. Decide which of the problems you are going to solve first, second, and so on. Determine how you are going to solve them. After you have written your solutions, answer the following.

- a. What kind of government will you set up for the united countries?
- b. How will you assure that all citizens and all countries are equally represented?
- c. How are you going to gain the support of all governments and people?

DO ONE OF THE FOLLOWING

1. Sign up on the board to discuss and defend your solutions with other members of the committee. When four students have signed up, meet with the teacher.

OR

2. Sign up on the board to meet with two other committee members. Discuss your individual solutions to the above problems and questions. Write a proposal for unification that the three of you agree on. Be sure you have presented solutions to all the problems and questions. Hand this proposal to your teacher.

Student Reading Sheet -
Problems of Nationalism

European countries are rich in history, culture, and traditions. Citizens of each country are proud of their past. In order for Europe to gain political unity as a nation, some changes will have to be made. In order for this to happen feelings and attitudes are going to be considered and eventually changed. Some areas where new thinking will have to result are discussed below.

A great deal could be done to create a European identity on the part of the average person by doing away with passports. If this were done, people could travel from country-to-country, as we go from state-to-state, without showing documents. Citizens would be more European than French or German or Danish.

Many different types of government exist in Europe. Dictatorships, constitutional monarchies, elected parliaments and democracies with an elected president. Ways in which people are represented, the role people play in the government and the operations of each government differ from country-to-country. What type should serve a united Europe?

Some countries are smaller in size and population than other countries. The larger countries tend to be more powerful or can carry more weight. Small countries are concerned about the role and power they would have in a united Europe. How can they be sure their voices will be equally represented?

Since each country is rich in past history and has established forms of government, educational systems, monetary systems and a set of rules or laws, what affect would a united political Europe have on these institutions? Above all else, most of the countries want to maintain their individual sovereignty or power.

The political boundaries of Western Europe have been drawn and redrawn many times throughout history. Wars have been a common cause of such changes. As a result, people of one country view those of another with fear, suspicion, distrust and as enemies. A recent example of this has been the two world wars of the 20th century. Germany invaded and destroyed countries; today the peoples of these countries still are cautious in some of their dealings with Germany.

Can these differences be solved? Can there be a united Europe?

OPTIONAL ACTIVITIES

IV. To Take You Further - These activities should be attempted only after the Post Test has been successfully completed.

- **1.** Select one of the U.N.E.S.C.O. pictures displayed in the room. Do a report on the industry shown in this picture and in the country identified. Some information the report should include:
- a. What resources and materials are needed for this industry?
 - b. Which of these resources or materials does this country have?
 - c. Where does she get the resources and materials which are needed?
 - d. How important is this industry in this country?
 - e. What happens to the finished products from this industry?
 - f. What other information do you consider important? A complete and correct bibliography should be included.
- ***2.** Other organizations call for cooperation among European countries. Some are the European Coal and Steel Community (ECSC), Council For Mutual Economic Assistance (COMECON), European Atomic Energy Community (EURATOM), European Atomic Energy Community (EURATOM), European Free Trade Association (EFTA), Benelux Economic Union, *European Conservation Year, *Europa Nostra (Our Europe - 1963), North Atlantic Treaty Organization (NATO). Do the two starred ones and then select three other organizations. Find the following information for each: when formed, nations involved, major purposes, results of this organizations work and plans for future. Information may be compiled in either chart or report form. Read the selections "The People" and "The Institutions" in the AEP booklet Western Europe - The Search For Unity. What are your predictions for a United States of Europe sometime in the future? Why do you feel as you do? Include a bibliography.
- **3.** Sign up on the board to play the game Import. This is a game that requires you to make group and individual decisions and to make decisions based upon readings that you do. It deals with the trading of products between countries. At least ten to twelve people are needed.
- ***4.** Not only is Europe split into many nations; it is also split between communist and democratic ideas of government. What affect does or will this split have on the unification of Europe? Research to find information to answer this question. Be sure to check recent magazine articles. Include a bibliography.
- ***5.** How does the Common Market affect the trade of the United States with European countries? How does U.S. foreign trade affect Common Market trade? Collect data to answer these questions in a report. Include a bibliography.

- **6. Go on a European shopping trip. Visit a shopping center or department store. Make a list of items you find from a European country. List the item, the country and the store in which you find it. Change the American dollar price to the currency of that country.

**Optional activities which are of average difficulty.

***Optional activities which are of greater than average difficulty

Student Resources

1. Goode's World Atlas, Chicago: Rand McNally, 1970, pp. 35-39.
2. Western Europe: The Search For Identity, Columbus: American Education Publications, 1971 pp. 44-46.
3. Foreign Banknote Quotations, Manfra Fordella and Brooks, Inc., One World Trade Center - Suite 3331 New York, N.Y., 10048.
4. Davis, Bertha, The Ways of Man, New York: Macmillan Co., 1971 pp. 65-70.
5. Pounds, Norman J. G., (ed.), Europe, With Focus on Germany, Grand Rapids: Tideler Company, 1965, p. 107, 158, 159, 161, 19-25.
6. Cassette Tapes in Media Center
 - a. The Common Market
 - b. Interview With Jean Monnet
7. Foreign Language Dictionaries
 - a. Spanish
 - b. German
 - c. French

GRADE 8

SOCIAL
STUDIES

A United States
of Europe ---

The Impossible

DREAM??

Teacher's Guide

CARROLL COUNTY
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WESTMINSTER
MARYLAND

September 1973

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8
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I. General Information

- A. Various answer keys are provided. Directions in the LAP tell students to check with you for this information.
- B. At the completion of this LAP, there should be a tying together session and all students should have some opinion or reaction to the future possibilities of a United Europe. They should also understand that more progress has been made in economic unification than political unification.
- C. To make this LAP more meaningful to the students, they should be aware of the feelings of nationalism among the peoples of the countries. While it should not be dwelt upon, a survey of the rise of nation-states in Europe and historical animosities should be presented. "Steps to Nation-States", on page 25, of The Ways of Man offers a brief summary of the beginning of European nations.
- D. Likewise students should be aware of the fact that Western Europe is a major industrial area of the world. They should be aware of what this means and some things that nations need in order to attain this status.
- E. The following student materials are contained in the Teacher's Guide. They may be reproduced in any quantity you desire by means of a Thermo-Fax machine. The two "Work Sheets", the "Self Test", the map of "Western Europe" and the "Foreign Bank Note Quotations" may be placed in small boxes in a convenient location for all students. The "Post Tests" ~~should be~~ stored in a location which is accessible to the teacher but not to the pupils.
 1. Worksheet 1 - Minerals and Resources
 2. Worksheet 2 - Minerals and Metal Production for 1970
 3. Self-Test
 4. Post-Test Number One
 5. Post-Test Number Two
 6. Answer Keys to the Pre-Test and Self-Evaluation
 7. Answer Key - Minerals and Resources: Map Study
 8. Answer Key - Minerals and Metal Production for 1970: Chart Study
 9. Answer Key - Post Test Number One

10. Answer Key - Post Test Number Two

11. Foreign Bank Note Quotations for Europe on June 27, 1973

12. Outline Map of Western Europe

By means of a Thermo-Fax machine, you may obtain either or both a ditto master and a transparency. Please contact your school's media specialist if you are uncertain as to how this can be done.

13. Map of the Languages of Europe

14. Translation of the letter written in French. This is for Part III (Languages), Section B: Activity 1.

II. Notes regarding some student activities on the LAP:

- A. Students will need to be able to work with political cartoons. There is a mini-unit on cartoons in the seventh grade social studies curriculum. Perhaps a brief review or a refresher course may be necessary.
- B. Students should be familiar with reading and interpreting the statistics on the world maps and graphs in the Goode's World Atlas. There should be four to six of these available to the students.
- C. One activity students may select involves pasting pictures on a map of W. Europe. An outline map that may be reproduced in ditto or on transparency can be found in the teachers manual. Reproduced on a bulletin or black board it could be used for pasting by the students.
- D. Construction paper will be needed since the students have the option of making several displays. Magazines, newspapers, and catalogs for cutting are also needed.
- E. Foreign language dictionaries should be available. French, Spanish, and German are preferred. These might be obtained from the high school you feed into or a library.
- F. The game Import, K-35, an optional activity may be obtained from the County Resource Center. The teacher should be available to the group playing this game. Ten to twelve people are needed, but there may be more or less depending upon the number of officers you want. It is important that you understand the game before a group plays it. It is an activity recommended more for the average to low student.
- G. The picture study-research activity in the "To Take You Further" section are UNESCO prints. These may be obtained from Mr. Vetter if they are not available in your school. There are many to choose so here are some suggestions: United Kingdom: Building V.C. 10 aircraft at Weybridge; Denmark: A shipbuilding yard at Elsinore; France: Steel works at Moselle valley; France: The dam and hydro-electric power station at Serre-Poncon; Denmark: Silverware production, a traditional Danish industry; Netherlands: TV tubes in the making; Netherlands: Bulb growing is an important industry and Switzerland: Watch manufacturing is an important Swiss industry. All or some of these may be displayed.

STUDENT WORKSHEET NUMBER ONE

Map and Graph Reading: Minerals and Resources

1. What percentage of the World's Total Developed Water Power is found in Europe? _____
2. Which European country produces the largest amount of the world's waterpower? _____
3. Name two Western European countries that have developed 100% of their potential water power? _____, _____
4. How many million kilowatts of water power does France have? _____
What percentage has she developed? _____.
5. What mineral fertilizers are major mining products of Europe? _____

6. In what country is each mined? _____, _____
7. Name two countries that mine no mineral fertilizers. _____, _____

- *8. Explain the fact that France mines no potash; yet she produces 17.5% of the world's potash minerals. _____
9. Which European country produces the largest percentage of the world's coal? _____. What percentage? _____
10. What percentage of the world's iron ore does each of the following countries produce? France _____, United Kingdom _____
Germany _____.
11. Which European country produces the largest percentage of the world's steel? _____
- *12. What percentage of steel does the country of Denmark produce? _____
13. Having studied the maps and graphs thoroughly, use examples of resources and information from the map and graphs to explain how membership in the Common Market will aid the industrialization of each member.

*Answers to these questions may not be found on the maps or graphs. They require you to reach a conclusion from your map study.

STUDENT WORKSHEET NUMBER TWO

Minerals and Metal Production for 1970

1. Which of the Common Market countries appear to have "good" supplies of resources?
2. Name the two leading producers of crude steel in 1970.

3. Which country produced the most coal in 1970? _____
4. What system of weights and measurements is used in European countries

5. How much steel was produced by the Common Market countries in 1970?

6. Which country produced the least electrical energy in 1970? _____
7. Which country produced the most crude petroleum in 1970?

For the remaining questions, tell whether the statement is TRUE-FALSE or information NOT GIVEN.

8. _____ Belgium produced the least amount of steel in 1970.
9. _____ West Germany has a greater supply of iron and ferro alloys
10. _____ The United Kingdom has the greatest supply of electrical energy of any Common Market country.
11. _____ Name four Common Market countries that appear to be lacking in resources according to these figures.
12. _____ Having studied the statistics and answered the questions, explain the following: How does membership in the Common Market help each country reach its industrial potential?

SELF EVALUATION

Directions: After you have completed the LAP, but before you attempt the Post-Test, you should successfully complete this Self-Test.

1. Give two reasons why the Common Market was established.
 - a.
 - b.
2. Name three of the original members of the Common Market.
 - a.
 - b.
 - c.
3. Prove this statement is true:
Membership in the Common is available to other countries.
4. Lower tariffs and no passports among member nations is proof that the Common Market is working. TRUE or FALSE
5. Romance, Germanic and Celtic are the three major divisions of languages in the Common Market. TRUE or FALSE
6. Countries having one dominant language have no communication problems. Explain why you agree or disagree with this statement.
7. List three problems of nationalism that hinder the unification of European countries. Explain why each is a problem.
 - a.
 - b.
 - c.
8. Write TRUE next to each statement that gives a reason as why different monetary currencies hinder the unification of Europe.
 - _____ a. The value of each country's currency differs.
 - _____ b. Travelers change currency from country to country.
 - _____ c. Different currencies make people citizens of a country rather than citizens of Europe.

9. Describe two ways that transportation between countries is being improved through cooperation.

10. Name the four major physical regions of Europe, and state one way people earn a living in each region.
(CHECK YOUR RESPONSES BY THE ANSWER KEY WHICH IS PROVIDED BY YOUR TEACHER.)

If you were able to answer all of the questions on the self assessment see your teacher for a copy of the Post-Test.

IF YOU SATISFACTORILY COMPLETE THE POST-TEST AND YOUR TEACHER APPROVE YOUR WORK ON THE ACTIVITIES, YOU MAY BEGIN TO WORK ON ONE OF THE OPTIONAL ACTIVITIES.

Post Test Number One

1. Underline any country that is currently a member of the Common-Market: Switzerland, France, Germany, Austria, Belgium, England, Netherlands, Luxemburg, Norway, Denmark, Ireland, Spain.
2. Place an X next to any statement that is a true generalization about the Common Market.
 - a. _____ The Common Market was established after W.W. II.
 - b. _____ It was organized because the United States refused to help war torn Europe.
 - c. _____ The Common Market countries allow laborers to cross boundary lines between countries.
 - d. _____ Common Market countries have a common monetary system.
 - e. _____ The growth of industries has been helped because resources are shared by Common Market members.
 - f. _____ Common Market nations pay no tariffs when trading with each other.
 - g. _____ Germany vetoed the United Kingdom's admission at the time of the first vote.
 - h. _____ Because of the veto power of some nations, the majority does not always rule the Common Market.
 - i. _____ Germany, England and France appear to have a "good" supply of natural resources.
3. Romance, Germanic and Celtic are the three major divisions of language in Europe. List two countries that belong to each division.

Romance - a. _____	b. _____
Germanic - a. _____	b. _____
Celtic - a. _____	b. _____
4. Identify three problems that result when people do not speak the same language.
 - a.
 - b.
 - c.

5. There are four major physical divisions of Europe. Next to each statement identify the region.
- a. _____ Great glaciers carved my mountains and gorges, and stripped me of my good, fertile soil.
 - b. _____ Rugged plateaus and hills dot my landscape. Because of my location I could be considered the heart of Europe.
 - c. _____ I border a major European sea and my physical features include mountains hills and some plains.
 - d. _____ I am laced with rivers that have been a source of transportation for many years. My marshes have been drained and my soil made good for farming.
 - e. _____ I am the most densely populated area of Europe as well as her industrial heartland.
 - f. _____ Because of my favorable climate and beaches I am a vacation playground for many tourists.
6. Each country's self interest and independence is a hinderance to a unified Europe. Explain the meaning of this statement.

The purpose of this LAP was to examine the Common Market as an example of cooperation between countries and to examine problems that need to be solved before there can be European unification. Having done this, what conclusions have you reached in response to the question:
Can there be a United States of Europe?

Post Test Number Two

1. List the original members of the Common Market.

a. _____ c. _____ e. _____
b. _____ d. _____ f. _____

2. The number of member nations of the Common Market can be increased. Prove the truth of this statement through specific examples.

3. Each of the statements contained in the sets below are related. Explain how they are related,

a-1 Tariffs between Common Market members have been abolished.
a-2 Industrialization and prosperity have increased in Common Market countries.

b-1 The Common Market was organized to help rebuild war-torn Europe.
b-2 Common Market countries share resources and countries specialize in products for which they have resources.

c-1 In 1963, the vote of France kept the United Kingdom out of the Common Market.
c-2 Because of the veto power, the majority does not always rule.

4. Tell whether each of the following statements is TRUE or FALSE. If the statement is false, correct it by changing the underlined word(s).

_____ a. The Northern Highlands, because of their features and climate, are vacation playgrounds for tourists.

_____ b. The Lowlands or Coastal Plains are the industrial and farming region of Europe. _____

_____ c. Fish, lumber products and hydroelectricity are all products of the Northern Highlands. _____

_____ d. Farming is done in the fertile valleys while mining and industry are done near the hills and plateaus in the Central Uplands or Highlands. _____

Tell if the remaining statements are TRUE or FALSE.

- _____ e. River transportation in Europe has been greatly increased by a network of connecting canals.
 - _____ f. Highway construction has kept pace with private ownership of automobiles since World War II.
 - _____ g. European countries are working together to solve some of the problems caused by their physical surroundings.
5. Identify three countries having more than one official language.
- a.
 - b.
 - c.
6. More than one language in a country is not always the only communication problem. Explain why you "Agree or Disagree" with the statement.
7. Why are different monetary systems a problem that may block unification?
8. Equal representation, passports and historical enemies are problems preventing a united political Europe. Explain why.

ANSWER KEY
MINERALS AND RESOURCES
MAP STUDY

1. 43%
2. Italy
3. Sweden, Italy, Switzerland, Germany (and two)
4. Five million kilowatts 90-95% developed
5. Potash, Pyrites
6. Potash - W. Germany, Pyrites - Spain and Italy
7. France, Switzerland, Austria, England, Netherlands
8. She imports potash
9. United Kingdom 10.7%
10. France 9.7%
United Kingdom 2.1%
Germany 2.4%
11. Germany
12. Answer not given in this resource.

ANSWER KEY
MINERALS AND METAL PRODUCTION FOR 1970
CHART STUDY

1. United Kingdom, West Germany, France
2. West Germany, United Kingdom
3. United Kingdom
4. metric
5. 127.0 million metric tons
6. Italy
7. West Germany
8. True
9. not given
10. not given
11. Belgium, Netherlands, Denmark, Italy

ANSWER KEYS

I. Answer key to Pre-Test

- | | | |
|------|------|------|
| 1. | 4. X | 7. X |
| 2. X | 5. | 8. X |
| 3. | 6. | |

II. Answers to the Self-Evaluation

1. a. Lower tariffs between member nations
b. Share resources
c. Develop industrially through sharing resources and lowering tariffs
2. a. Germany d. Netherlands
b. France e. Luxemburg
c. Italy f. Belgium

3. True: new members were admitted January 1973.

4. TRUE

5. TRUE

6. Disagree: there are different dialects in each country

7. Century old enemies: some countries fear the power of their old enemies.

Large and small countries: Small countries aren't sure of their role and power in a U.S. of Europe.

Passports: travelers between countries still have to show passports. This hinders travels rather than promotes free travel as in the U.S.

Government: each country has its own form of government and there is no agreement as to the kind that should govern a unified Europe.

Individualism: each country wants to keep its own power and individuality.

8. a. TRUE
b. TRUE
c. TRUE

9. Numerous canals have been constructed to connect rivers. Railroads have been built jointly. Countries are cooperating in the use and control of these railroads. Programs of road improvement and new road construction are being undertaken. Air transportation is being developed.

10. Northwestern Highlands - fishing, lumbering, shipping, mining,
grazing, hydroelectricity
Plains or lowlands - agriculture, mining, industrial centers
Central Highlands or Uplands - mining, forestry, farming, grazing
Alpine - Mediterranean - tourism, some mining, agriculture,
vineyards

ANSWER KEY

Post Test Number One

1. France, Germany, Belgium, England, Netherlands, Denmark, Ireland
2. a. X, b. , c. X, d. , e. X, f. X, g. , h. X, i. X
3. Romance- France, Italy
Germanic - Netherlands, Germany, England, Belgium, Denmark, Luxemburg
Celtic - Scotland, Ireland, Wales
4. Answers may vary
 - a. difficult to develop friendships
 - b. some books, radio and television shows, road signs not understood by all
 - c. difficult to share ideas
 - d. disagree on matters of government
 - e. educational systems have to take into account different languages
5.
 - a. Northern Highlands
 - b. Central Uplands or Highlands
 - c. Alpine-Mediterranean or Mediterranean
 - d. Plains or Lowlands
 - e. Plains or Lowlands
 - f. Mediterranean
6. Answers will vary but they should include the fact that these are nationalistic interests of nations as they exist now and not of a unified Europe.
7. Again answers will vary. They should be evaluated on the basis of their organization and the validity of the arguments used in their paragraph.

ANSWER KEY

Post Test Number Two

1. France, Germany, Italy, Netherlands, Belgium, Luxemburg.
2. New members joined in 1973. The United Kingdom and Denmark.
3. Answers will vary
4.
 - a. false - Mediterranean
 - b. true
 - c. true
 - d. true
 - e. true
 - f. false
 - g. true
5. Belgium, Netherlands, Switzerland, Luxemburg, Scotland, Ireland, Wal
6. Disagree: Many countries have more than one dialect.
7. Answers will vary
 - a. Values are different
 - b. People think of nationalism in term of existing nations.
8. Answers will vary
 - a. Equal representation: small countries are concerned about their role and power
 - b. Passports: hinders free travel, limits idea of nationalism
 - c. Historical enemies: Past enemies are sometimes viewed with caut

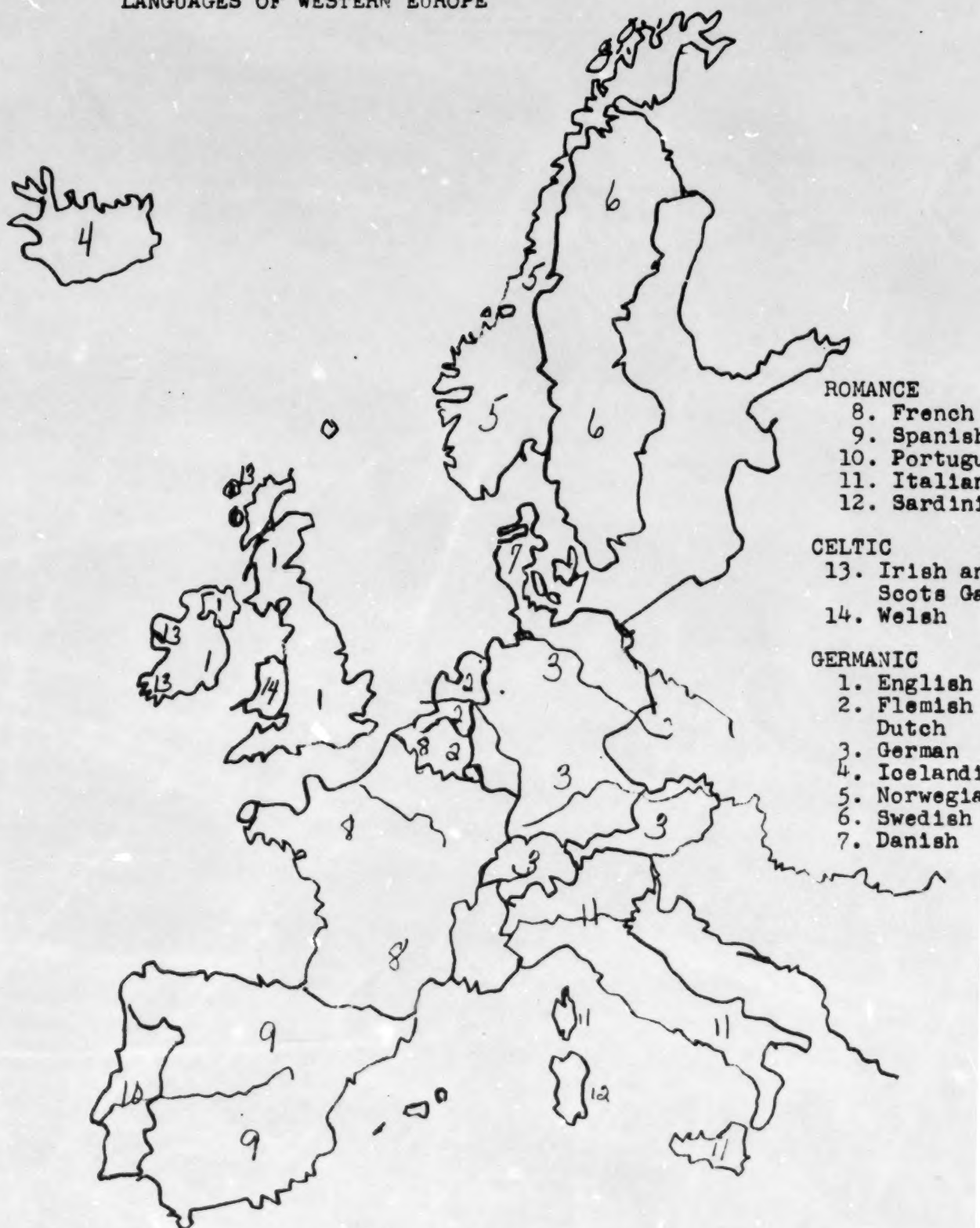
FOREIGN BANK NOTE QUOTATIONS

June 27, 1973

	Currency	\$U.S. Notes	U.S. Coins
EUROPE			
Austria (Small)	Schilling	.051	.025
Belgium (Small)	Franc	.0250	.015
Bulgaria	Leva	.42	--
Czechoslovakia	Koruna	.0390	--
Denmark	Krone	.1675	.10
England (Small)	Pound	2.55	2.--
England (Large)	Pound	2.55	--
Finland (Large)	Markka	.2660	.17
France	Franc	.2350	.15
Germany (West)	Mark	.3870	.20
Germany (East)	Ostmark	.1100	--
Gibraltar	Pound	2.25	--
Greece	Drachma	.0300	.02
Hungary (Small)	Forint	.0300	--
Iceland (Small)	Krona	.009	.005
Iceland (Large)	Krona	.007	--
Ireland, Republic	Pound	2.53	2.--
Ireland, Northern	Pound	2.53	--
Italy	Lira	.0015	.00125
Luxembourg	Franc	.0220	.0125
Malta	Pound	2.50	--
Netherlands	Guilder	.3660	.20
Norway (Small)	Krone	.1800	.10
Norway (Large)	Krone	.1760	--
Poland	Zloty	.0135	--
Portugal	Escudo	.0420	.025
Roumania	Leu	.0370	--
Scotland	Pound	2.53	--
Spain	Peseta	.0170	.01
Sweden (Small)	Krona	.2355	.14
Sweden (Large)	Krona	.2325	--
Switzerland	Franc	.3240	.20
Turkey (Small)	Pound	.0675	.05
U.S.S.R.	Rouble	.26	--
Yugoslavia (Small)	New Dinar	.575	--



LANGUAGES OF WESTERN EUROPE



Translation of French Letter

July 4, 1976

Dear Sir:

I would like to arrange a meeting with a representative from your country to discuss establishing a branch of your company in France. Any day next week is satisfactory with me and a luncheon meeting is preferred.

Please let me know of a day which is suitable for you. I am looking forward to talking with you.

Sincerely,